SOURCES

in other countries, and often there is a limited number of each title published, making them hard to get or replace.

The book also offers a collection of ideas for all levels of programming, from a basic introduction to libraries in the United States to literacy programs, programs for children, cultural celebrations, and programs that connect new immigrants. A chapter devoted to "Outreach and Publicity" includes useful how-to information for developing library signage and promotional materials and using social networks. The final chapter is about making the library accessible for the Latino community and culture, with a focus on language and how to position the library to serve in the community. Byrd also includes lists of distributors, wholesalers, and publishers for books and nonprint material.

Packed with excellent information for public libraries, this book is a wonderful collection of ideas for getting started, but it also provides steps for libraries already on this path. It is a must-have.—*Alicia Smith, Branch Manager, Purcell Public Library, Pioneer Library System, Oklahoma*

Burning Books and Leveling Libraries: Extremist Violence and Cultural Destruction. By Rebecca Knuth. Westport, Conn.: Praeger, 2006. 248p. $39.95 (0-275-99007-9).

Early in her book, *Burning Books and Leveling Libraries,* Rebecca Knuth states that "[t]he history of modern book and library destruction is one of collision between liberal humanists and extremists" (23). It may seem odd to claim that the notion of modern "biblioclasm" is a product of the Enlightenment. Knuth, however, does make this case, and she views the destruction of books as vandalism through the lens of sociology. Of course, books had been a target of destruction long before eighteenth-century Europe; the Library of Alexandria is probably the best-known example. Before the Enlightenment, books and libraries were reserved for the elite. Once the idea of cultural heritage as public property became widespread, libraries and the ideas contained within became more potent symbols of cultures and communities.

In times of warfare and social violence, books and libraries can become targets of destruction for various reasons. The motivation may be tactical; however, more frequently it is ideological. The first case study Knuth presents occurred in Amsterdam in 1984. Anti-apartheid protestors coordinated an attack on the library of the South African Institute under the misguided notion that its existence supported the government of South Africa. While the library did house literature and documents supporting apartheid, its collection was much more general and held a great number of rare and unique documents spanning centuries, and the protestors made no distinction in their destruction. The loss was devastating to researchers, including those of pro- and anti-apartheid stances. To the chagrin of the protestors, this act was widely condemned and allowed some apartheid supporters to paint their opponents as fanatics. In this event, no one was physically hurt, not even the library's dog. Knuth uses this attack to show that libraries can be destroyed in the name of a "good" cause.

The rest of the book presents more case studies of biblioclasm from the previous century. Unfortunately these events diverge from the incident in the Netherlands in that they precede or accompany a great loss of human life as well. Knuth is very thorough in her exploration of cultural conflicts in such places as Sri Lanka, Cambodia, Kashmir, Iraq, and elsewhere. While the focus is on the motivation of those leaders and regimes that target books and libraries, their destruction is often overshadowed by the tragedy of human loss.

While *Burning Books and Leveling Libraries* may not have a place in a reference collection, it is a recommended addition for academic libraries that support LIS schools. Additionally, with its in-depth research and extensive resources this book is a good complement to history and sociology collections.—*Daniel Spencer, Librarian, FAA Mike Monroney Aeronautical Center Library, Oklahoma City*

Introduction to Cataloging and Classification. 10th ed. by Arlene G. Taylor. Westport, Conn.: Libraries Unlimited, 2006. 589p. $50 (ISBN 1-59158-235-0).

The field of cataloging is rapidly changing in the twenty-first century. Web sites proliferate and require new cataloging treatments, cataloging tools have migrated to the Internet, and standards and classification schedules are constantly under revision. Arlene Taylor's revised ninth edition of *Introduction to Cataloging and Classification* (2004) was highly praised for being an up-to-date guide to cataloging. Her tenth edition continues this tradition. Taylor covers the *AACR2R* (*Anglo-American Cataloging Rules,* 2nd ed. rev.), MARC21, *Dewey Decimal Classification* (22nd ed.), current Library of Congress classifications, the latest on the Library of Congress subject headings, and the *Sears List of Subject Headings* (18th ed.). In addition to the substantial text, the book contains an appendix on "Arrangement Dilemmas and Filing Rules," a glossary of terms, a bibliography, and an index. All of the chapters, the bibliography, and the glossary have been revised; only the appendix has not been revised. Each chapter has footnote references and a list of suggested readings for further study.

The organization of this book is logical, and the treatment of the subject is thorough. Definitions and explanation are clear and informative. Figures (in "Part III: Description and Access") have clear illustrations of the object, the OPAC display, and the MARC21 records in order to illustrate selected *AACR2R.* Taylor also refers readers to *AACR2R* and the Cataloging Service Bulletin when appropriate. In her preface, Taylor states that this "revision is now as up-to-date as possible given the constraints of human understanding and the passage of time between writing and publication" (xv). As stated, the world of cataloging is currently experiencing rapid changes. Taylor's information on the RLG (Research Libraries Group) Union Catalog will soon be out-of-date, as RLG and

OCLC have recently announced a merger of their services and catalogs. Taylor appropriately points out other forthcoming changes: *AACR2R* will be revised to become *RDA* (*Resources Description and Access*) and the implementation of *FRBR* (*Functional Requirements for Bibliographic Records*) is in the near future. These changes make future editions of Taylor's cataloging textbook imperative.

In the meantime, this text will be extremely helpful for cataloging teachers and their students. Practicing catalogers may use the text as a reference or training tool. I highly recommend this text and reference book for cataloging departments and library schools.—*Cheryl L. Conway, Head, Cataloging Department, University of Arkansas, Fayetteville*

An Introduction to Reference Services in Academic Libraries. Edited by Elizabeth Connor. Binghamton, N.Y.: Haworth, 2006. Haworth Series in Introductory Information Science Textbooks. 194p. $29.95 (ISBN 0-7890-2958-8).

This book, the first in a series titled Haworth Series in Introductory Information Science Textbooks, is a collection of case studies and essays that is meant to be used in classes or other training situations. The eleven case studies and seven essays are followed by active learning exercises that teachers can use to help students internalize the information. The case studies introduce students to the real world of reference. Topics examined include starting a virtual instruction program, deciding to remove a reference desk, and dealing with additional duties imposed by forces outside the library. The essays provide some framework for other aspects of reference including the history of reference work and an appeal to treat our more unusual patrons with respect, not just tolerance.

As with most collections, the writing is a bit uneven. A few authors use humor to mixed effects. A case study detailing failed attempts to market the library to a specific segment of the university population is neither funny nor particularly useful. An essay about the lack of respect academic librarians face reads like a tirade rather than a humorous essay.

Nevertheless, there is a need for this kind of book. Instead of hunting through the literature for case studies about academic reference services, readers will find these pulled together in one place. This book would not suffice as a textbook for an entire course, but it does offer a ready supplemental resource for a teacher.

Two other books that would be useful for teaching student librarians about the skills and traits needed at an academic reference desk are also published by Haworth. *Doing the Work of Reference: Practical Tips for Excelling as a Reference Librarian* (Hales-Mabry, 2001) and *Philosophies of Reference Service* (Hales-Mabry, 1997) address similar topics. The more recent title, *Doing the Work of Reference,* is more comprehensive and directed at new reference librarians. Although the editor does not suggest active learning exercises, the book does provide a broader look at reference work than *An Introduction to Reference Services in Academic Libraries.*

This book will be useful to libraries at institutions housing an LIS school. Reference coordinators and other librarians involved with training reference librarians will also find this book useful.—*Robin N. Sinn, Librarian for Science and Engineering, Johns Hopkins University, Baltimore, Maryland*

The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books. Association for Library Services to Children. Chicago: ALA, 2006. 184p. $19 (ISBN 0-8389-3565-6).

Any library professional working in the area of children's services will have some degree of familiarity with the Newbery and Caldecott Awards. This volume, *The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books,* will certainly add to the knowledge of even the most experienced and dedicated children's literature enthusiast.

Revised each year, the book includes repeated features, such as descriptions of the past award winners and honor books, photographs of the medals, a detailed explanation of the criteria used for selection, an author and illustrator index, and a title index. These features may help those who use the book as a tool for collection development. A helpful repeat feature for those librarians and library media specialists who integrate art into their literature presentations is the reprint, with changes, of Christine Behrmann's article, previously published in *Journal of Youth Services in Libraries* (Winter 1988), titled "The Media Used in Caldecott Picture Books: Notes Toward a Definitive List." The added features each year make the modest price of $19 a bargain (and the price is even less for ALA members).

The new year's winners are showcased along with black-and-white photographs of the book cover and the author or illustrator. But the yearly essay is the real treat. This year's essay, "Sharing Picture Books with Children to Promote Art Appreciation," by Sue McCleaf Nespeca, is an amazingly complete description of the many elements of a picture book, from such visual elements as line, shape, color, and texture, to format elements such as the size and shape of pages and the use of endpapers. This article is almost an instruction booklet on how picture books can be used to teach the concepts of art and art appreciation to children, and it alone makes the purchase of this year's edition worthwhile.—*Peggy Black, Library Media Specialist, Irving Middle School, Norman, Oklahoma*

Organizing Audiovisual and Electronic Resources for Access: A Cataloging Guide. 2nd ed. By Ingrid Hsieh-Yee. Westport, Conn.: Libraries Unlimited, 2006. 376p. $45 (ISBN 1-59158-051-X).

In the second edition of her book, *Organizing Audiovisual and Electronic Resources for Access: A Cataloging Guide,* Ingrid Hsieh-Yee provides a thorough and updated manual on how to organize library resources in the digital era. Hsieh-Yee, currently a professor at Catholic University of America's School of Library and Information Science, has taught cataloging for fifteen years, and her expertise is evident in this well-organized and authoritative guide.

Hsieh-Yee's book offers guidance for both self-study and for course text use on cataloging the full spectrum of nonprint resources: sound and video recordings, data files, Internet